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NATIONAL BROADBAND PLAN WORKSHOP
JOB TRAINING

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1 P R O C E E D I N G S

2 MS. KANE: Okay great. I was waiting
3 for my mike to turn on. Not that we need it.

4 But good afternoon. I just want to
5 thank all of you so much for joining us today.
6 This is one workshop of about 30 that we've done
7 during the month of August, and I want to give you
8 a tiny bit of context on it in the overall work
9 that we're trying to accomplish over the next few
10 months here at the FCC on behalf of the federal
11 government. And then I'll turn it over to Jing to
12 really moderate and get your insights.

13 But we are incredibly grateful for your
14 participation, and, to those of you online, there
15 are folks throughout this institution watching us
16 I know on live casts and we've had people
17 participate in from the far corners of the globe
18 as well in a number of these workshops.

19 But primarily the goal here is to
20 benefit from your insights and begin to establish
21 a public record about the ways in which broadband
22 can address challenges that we as a nation facing

1 in job training and access to job placement as
2 well.

3 So thank you. This session is part of
4 something that in the strategic plan that we're
5 calling national purposes, and Congress
6 specifically asked us to address about 15 policy
7 priorities and think about the ways in which
8 broadband could improve those priorities, further
9 them.

10 And job training and workforce
11 development is one very, very critical one of
12 them. We're also looking at issues related to
13 education more broadly, healthcare, public safety,
14 economic opportunity, generally speaking,
15 government operations -- things related to
16 improved efficiency and also civic participation
17 and several other areas.

18 So this is extremely important as a
19 first step, and we're really looking forward to
20 all of your insights. And it's a great pleasure
21 to introduce to you Jing Vivatrat to my right,
22 who's leading all of the work on job training; and

1 also Elise Kohn, at the end of the table, who's
2 our Director of Adoption on the Broadband Team.

3 So with that, I'll turn it over to Jing,
4 and thank you again for being here.

5 MS. VIVATRAT: Thank you so much for
6 being here again. Thank you, Kristen.

7 We actually have, as Kristen mentioned,
8 a lot of participants from -- who are logging in
9 through WebEx and also followers on Twitter and
10 people who are watching us live through the live
11 broadcast -- actually webcast.

12 So if people want to submit questions
13 and participate in the workshop through Twitter,
14 you can go to twitter.com/fccdotgov, and you can
15 also the hash tag "bbwkshp."

16 So during our workshop today, we're
17 really going to focus on the potential impact of
18 increased broadband access to job training and job
19 placement.

20 So how can broadband bring about
21 innovation and new technologies and new ways to
22 approach job training and job placement? What

1 role should the government play, for example, in
2 shaping a broadband enabled world where we can
3 have online -- or job training?

4 These are some of the questions that
5 frame this workshop. The purpose of this
6 workshop, as Kristen mentioned earlier, is to
7 develop this open dialogue with the public, and to
8 establish public record on broadband's potential
9 impact on job training and job placement.

10 We are actively seeking comments from
11 everyone and ideas, and this is our initial phase
12 of our research of the National Broadband Plan.

13 I'm so pleased to introduce all of our
14 panelists today who have traveled here and have
15 rescheduled vacations and who have come right here
16 from the airport to participate. So thank you so
17 much.

18 We have representatives from the U.S.
19 Department of Labor, Rutgers University,
20 Communications Workers of America, the Workforce
21 Alliance, Presidium Learning, Monster, and
22 Blackboard, and they are all thought leaders in

1 their respective industries, and we're so happy to
2 be here with you.

3 Each of our panelists are going to
4 present their presentation about 10 minutes long,
5 and after everyone has had a chance to present, we
6 will open it up to questions from the onions here
7 and on Twitter and WebEx as well.

8 Okay. Then let's get started. Our
9 first panelist is Heather McKay. Ms. McKay is
10 the Director of Innovative Training and Workforce
11 Development Programs at Rutgers University Center
12 for Women and Work, as well as the Director of the
13 Sloan Center on Innovative Training and Workforce
14 Development.

15 We're so grateful to have Heather, who
16 traveled to D.C. To speak at this panel.
17 Heather, do you want to get started with your
18 speech?

19 MS. MCKAY: Sure. Absolutely.

20 MS. VIVATRAT: Thank you.

21 MS. MCKAY: Thank you all for having me
22 here today. I'm really pleased to be able to talk

1 about this subject.

2 I am the Director of the Sloan Center on
3 Innovative Training and Workforce Development,
4 which is housed at Rutgers University in the State
5 of New Jersey at the Center for Women and Work.

6 And we really as a center have been
7 dedicated to assisting state, county, and city
8 government departments and Workforce Investment
9 Boards institutionalize online learning training
10 alternatives for non-college-educated workers
11 throughout the nation.

12 Our work has shown, and our research has
13 shown, that online learning really offers a viable
14 solution to the barriers that exist for adult
15 learners in accessing traditional classroom-based
16 education and training.

17 We believe that it's a cost effective
18 method in order to train the millions of low-skill
19 Americans out there who need training in order to
20 rise the ladder on the socioeconomic scale and get
21 self- sufficiency jobs.

22 Delivering the training via the computer

1 and the Internet has really been successfully
2 utilized throughout the United States. And
3 incorporating high-speed broadband into these
4 programs has improved the flow of learning and
5 really enhanced the variety and breadth of
6 learning that's available and coursework that's
7 available online.

8 It is also affordable and flexible, and
9 it really helps to democratize access to training
10 and education for those who otherwise might not be
11 able to get it.

12 Today, I'm going to talk about three
13 topics. I'm going to detail some of the barriers
14 that low-skill individuals face in attaining
15 skills training via traditional educational
16 venues, and I'm going to demonstrate how online
17 learning can help to really address these
18 barriers.

19 I'm going to provide examples of
20 innovative online training programs for low-skill
21 adults throughout the United States, and I'm going
22 to examine the obstacles of limited broadband

1 access in the United States to successful delivery
2 of this online training.

3 There's really a lot of agreement in the
4 country that moving up the socioeconomic ladder
5 requires education and skills training. It's
6 clear that education and skills training has a
7 positive effect on people's earnings and people's
8 ability to reach self-sufficiency and to have an
9 income that they can use to support their
10 families.

11 The real challenge for many adult
12 learners is that getting classroom-based education
13 is very difficult because of roadblocks that may
14 stand in their way -- transportation, the cost of
15 transportation, childcare, and other barriers
16 stand in their way of getting education.

17 Many of these people who need education
18 and training to rise up the ladder are also women,
19 and they're females with care and
20 responsibilities. So caring for elderly and
21 children and family members stand in their way of
22 getting this training and entry into traditional

1 classroom education is limited because it's not
2 flexible. You have to be a classroom at a certain
3 time to take a class, and if you have a child you
4 may or may not be able to get childcare -- that
5 childcare may not be available -- things like
6 that.

7 In addition, many of these individuals
8 have irregular work hours so that flexible
9 learning via the Internet provides a way for them
10 to attend coursework and still work in their maybe
11 waitressing hours, which may fluctuate. They may
12 have hours in the morning or the evening, but if
13 they have online coursework they could go on any
14 time of day and not interrupt their coursework and
15 training.

16 So really all -- many of these
17 individuals who need education and training to
18 rise up the ladder and get self-sufficiency are
19 excluded by either design or default from
20 participation in available educational
21 opportunities that could really help to improve
22 their economic status.

1 Online learning offers a solution to
2 these barriers. It successfully alleviates many
3 of the problems that exist, as I talked about,
4 such as family demands, geographic location, work
5 schedules, racial and ethnic differences,
6 financing and transportation inequities.

7 The utilization of online learning is
8 really most effective when it allows for
9 flexibility, and it recognizes the various roles
10 that adult learners play in their lives.

11 It really needs to fit within the lives
12 of adult learners. Many adult learners may be
13 students, workers, caregivers, and we need to work
14 training around them instead of asking them to fit
15 training into their very busy lives.

16 Delivery of online coursework, of
17 course, is not a new concept. Universities
18 throughout the country have really successfully
19 employed online learning for decades.

20 Sloan C has done a great job in
21 promoting online learning for universities, and it
22 has really become something that's pervasive

1 throughout the United States.

2 But more recently this concept has been
3 adopted in the workforce system, and I believe
4 that it has a place in the workforce system. This
5 initiative to put online learning in the workforce
6 system began with a grant from the United States
7 Department of Labor Women's Bureau to the State of
8 New Jersey to pilot a program in 2001 to deliver
9 online skills training to single working poor
10 mothers in the state.

11 Participants in this pilot received a
12 laptop, a printer, and Internet access for a year,
13 as well as online coursework for a year. And
14 Rutgers University, under the direction of Eileen
15 Appelbaum and Mary Gatta, evaluated and studied
16 this pilot.

17 The results of the study were very
18 positive. Of the 128 women in the initial
19 program, 92 percent completed the program.
20 Fifteen women went on to college programs, and a
21 year out of the program, the women experienced an
22 annual average wage increase of 14 percent success

1 of this pilot program demonstrated that
2 distance-learning works for low-wage workers, and
3 also that for this population, online learning
4 provides significant advantages that aren't
5 available in traditional classroom-based
6 education.

7 In addition to providing benefits to the
8 single mothers themselves, there were also
9 familial benefits that were shown from the study.
10 Children got skills on computers and the digital
11 divide was really being bridged in these families.

12 Since then, online learning has really
13 been used as a workforce development tool in a lot
14 of states. There are about 21 states currently
15 who are using this in some way, and it's continued
16 with different populations besides the working
17 poor, including Native Americans, rural Americans,
18 those who have been incarcerated, displaced
19 homemakers, domestic violence victims, and many,
20 many other groups.

21 Many people may question whether online
22 learning is as effective as classroom-based

1 learning, and you may have seen the New York Times
2 report the other day that talked about the SRI
3 International study that showed that online
4 learning on average students in online learning
5 programs perform better than students in the
6 classroom- based programs.

7 So that's an interesting initiative
8 there. There have been other interesting
9 innovations on this program. The Center for Women
10 and Work, where I work has developed Building
11 Skills for Work. This is a website that will be
12 available in the fall, and it utilizes the
13 Internet and contextual-based learning to provide
14 a very interesting -- workforce literacy
15 programming.

16 It will be available at no cost to
17 learners, and is out there for the workforce
18 development and the general literacy community.

19 Its purpose is really to equip
20 out-of-school adults and youth with work readiness
21 skills they need to prepare them to be successful
22 in today's high-skill economy.

1 It demonstrates a high production value,
2 a really deep understanding of how adults learn,
3 and it's designed to engage adult learners without
4 a teacher or a tutor.

5 So this is online learning that can be
6 used for anyone at any time.

7 And the skills that are taught are based
8 on the National Workforce Readiness Credential,
9 and the Equipped for the Future standards. And
10 they include academic and interpersonal skills.

11 So programs like this demonstrate how
12 online learning can be shaped to really serve the
13 needs of a variety of adult learners, and can be
14 utilized in creative ways to promote effective
15 learning.

16 Broadband is really essential to online
17 education. Without broadband, online education
18 certainly suffers. Research shows -- and a lot of
19 my research shows -- that one of the major
20 challenges to delivering successful
21 technology-based education is the speed of
22 Internet access.

1 Highspeed broadband access is really
2 essential to the effective delivery of online
3 skills training and education. Yet, many
4 Americans still do not have high speed access.
5 And it's not available to them in their
6 communities.

7 Studies have shown that learners who
8 have access to highspeed Internet can more easily
9 navigate their coursework, can finish coursework
10 pastor, and are more likely to finish.

11 They don't have to connect to the
12 Internet. They don't have dial-up problems.
13 Their courses don't fall down, and they can also
14 get a wider breadth of coursework. There's more
15 available to them if they have high-speed
16 Internet.

17 High-speed Internet can not only offer
18 better coursework, but it can also offer more
19 interactive coursework through voice, data, and
20 video sharing. It can facilitate a really
21 successful online learning experience and can
22 train people -- he can really improve the

1 competitiveness of the United States economy by
2 training the people who are working in the United
3 States economy.

4 As you know, right now, the United
5 States currently ranks 15th among 30 nations in
6 the information technology and innovation
7 foundation broadband rankings. Other countries,
8 including China, the Netherlands, Japan, and
9 Singapore, all outpace the United States in
10 broadband access and speed.

11 And really broadband policies are needed
12 to ensure that broadband access is universal,
13 high-quality, and importantly affordable. This
14 agenda will benefit low income individuals and
15 improve the availability and quality of training
16 and education available to them.

17 In conclusion, I'd like to say that
18 using online learning to deliver education and
19 skills training is a viable option within our
20 nation's workforce development and education
21 systems.

22 Utilization of the Internet and personal

1 computer in the delivery of such programs is
2 interesting to the workforce development system
3 specifically because of the ways the technology
4 can promote flexibility and access to education
5 and job training programs for low-income
6 individuals.

7 This is especially important for the
8 many low- skill Americans who need to improve
9 their literacy skills to get up in the
10 socioeconomic ladder and start to support
11 themselves and get to self-sufficiency.

12 The Internet is convenient, flexible,
13 and high- quality, and if it's offered with
14 broadband, it can deliver really wonderful
15 training that can be available to all Americans at
16 a low cost.

17 As educational programs continue to be
18 developed and technology continues to be enhanced,
19 the flexibility offered by online training will
20 help to democratize access to training and
21 education for adult learners and how to raise
22 low-skill workers out of entry-level jobs and on

1 to career pathways for sustainable
2 self-sufficiency earnings. Thanks.

3 MS. VIVATRAT: Thank you so much,
4 Heather, for sharing your experience and pilot
5 workforce development programs for low-skill
6 labor.

7 Our next panelist is from the U.S.
8 Department of Labor, Mr. Richard Horne. He
9 serves as the Senior Policy Analyst for the Work
10 -- I'm sorry. He serves as the Supervisory
11 Research Analyst for the Office of Disability
12 Employment Policy, and he is here after having
13 rearranged his vacation.

14 So thank you, Richard.

15 MR. HORNE: Thank you. It's a pleasure
16 to be here. Yes, I am with the U.S. Department of
17 Labor's Office on Disability on Employment Policy,
18 which was -- it's a new office within the
19 Department of Labor. We've only been around for
20 about six years, and so I can actually tell you
21 I've actually created a federal agency within a
22 large department, and it's quite a chore.

1 I appreciate everything that you said,
2 but I think that when we're thinking about this
3 particular topic, accessibility matters. It
4 matters tremendously. Individual learning styles
5 matter. They matter tremendously.

6 And for people with disabilities, the
7 Internet is a blessing and a curse. I have two
8 blind employees who I supervise. We do not have
9 one piece of software at the Department of Labor
10 that is accessible that they can use. They can't
11 even complete their own timesheets. They can't
12 complete their own travel forms, because they're
13 -- the software is not usable by screen readers.

14 Online coursework does a lot of video.
15 And if the video isn't captioned, then people who
16 are deaf or hard of hearing may not be able to
17 take advantage of it.

18 If the flow of the content doesn't
19 adjust for people's cognitive disabilities, from
20 mental retardation on to learning disabilities --
21 to dyslexia -- we're going to miss a whole
22 population of folks who cannot take advantage of

1 it. And it's usually the last thing thought
2 about.

3 So when you mentioned universal design,
4 I have a concept of universal design that's kind
5 of universal, and that everybody really, you know,
6 needs to take advantage of that.

7 I also find that vendors think about
8 this last. And within the federal government, we
9 do a lot of procurement, and we don't pay
10 attention to the law that says that procurement
11 must be accessible, according to the 508 standards
12 of the Rehabilitation Act -- everything from our,
13 you know, including our online coursework.

14 It's easier to create it up front, and
15 it's cheaper to create a tough front than it is to
16 retrofit it on the backend, particularly for --
17 again, for coursework that uses a lot of video
18 links. It may link to inaccessible websites that
19 are not 508 compliant, and translate materials
20 from a lot of other virtual kind of networks.

21 We have created a few online training
22 mechanisms to research and grants that we've done

1 at the Office of Disability Employment Policy, and
2 one of the ones that we took on very early
3 thinking about broadband was telework. And we
4 designed a program, and we targeted folks who were
5 on either federal or state workers comp programs
6 or interestingly returning servicemembers.

7 We found that one of the advantages for
8 this particular subgroups of people with
9 disabilities is that the broadband and the
10 telework provided a bridge for return to work, and
11 that's another brilliance of I think of some of
12 this online training is that it not only improves
13 work skills, but it can also be that bridge in
14 coming back into the workforce.

15 And for many people with disabilities
16 who have either been injured on the job or
17 returning from service overseas this is a very
18 critical and important strategy.

19 But again, what we found with our
20 initiatives was that part of the trouble again was
21 the accessibility of the Internet and the Internet
22 providers don't really think about it.

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1 I think some of the other challenges
2 that we face -- and I'm sure everybody faces it --
3 you know, what happens with a lot of the downtime,
4 you know, the Comcast connection goes out or
5 something happens and the course gets interrupted.

6 I think the social networking and the
7 group learning that needs to happen for people
8 with disabilities is not really addressed as
9 thoroughly as it should be with online courses.
10 For example, many people with learning
11 disabilities tend to learn better in groups
12 because there are people there who complement,
13 whether it's a visual- perceptual problem or
14 dyslexia or something else.

15 So I think that there are many things
16 that need to be built into the system. It should
17 be universal, universally designed. It should be
18 done upfront and retrofit -- not retrofitted, but
19 we are really challenged in not only getting this
20 out to the workforce development system, which we
21 bug a lot -- it's something I enjoy doing is
22 saying, yes, but -- but then also, you know,

1 really working with the colleges and universities
2 to understand this and to make that connection
3 between the content that they're delivering
4 through online training and who their audiences
5 are.

6 So with that, I will put my plug in and
7 thank you all, and I'll turn it back over to you.

8 MS. VIVATRAT: Thank you so much,
9 Richard, for telling us about the challenges that
10 disability citizens face and especially in the
11 online learning world. Hopefully, we'll be able
12 to find some solutions in the future.

13 Our next panelist is from Workforce
14 Alliance. It's a national coalition of
15 community-based organizations, community colleges,
16 unions, business leaders, and local officials
17 advocating for public policies that invest in the
18 skills of American workers.

19 Mr. Kermit Kaleba is the Senior Policy
20 Analyst for the Workforce Alliance. Kermit?

21 MR. KALEBA: Okay. Great. Thank you
22 very much for inviting us. We're very excited

1 about this opportunity to come speak here today
2 about how broadband again creates opportunities
3 for low- and middle-skill workers, but also some
4 of the limitations that we see with online
5 learning and I just want to kind of flag those in
6 advance.

7 So, as Jing mentioned, we are a national
8 coalition of businesses, community-based
9 organizations, community colleges, and other
10 education training providers advocating for
11 federal policies and state policies that advance
12 the skills of the American workforce. I think
13 there is a broad agreement that, you know, as has
14 been mentioned, that education and training is a
15 key to economic competitiveness. It's also key to
16 expanding equity in this country, and so it's
17 something that we focus very carefully on.

18 What we particularly focus on are the
19 needs of folks that are often excluded from the
20 policy conversations around education and
21 training, so low- and middle-skill working adults
22 that tend to be beyond the reach of the K-12

1 system. They don't necessarily connect with the
2 traditional postsecondary education system in the
3 way that policy is designed.

4 And so we really try to advocate for
5 policies that help those folks get access to
6 education and training.

7 And so it's exciting to be talking about
8 online education. It's exciting to be talking
9 about, you know, technologies and learning
10 technologies that can help these individuals,
11 because I do think that they face unique barriers
12 and that there are some advantages to online
13 learning.

14 So I just want to -- just a couple quick
15 facts about -- or just a couple little things that
16 I've -- I know about online learning or things
17 that are of interest.

18 I think it's clear that online learning
19 is here to stay. I think 10, 15 years ago, there
20 was some question about -- there was -- you know,
21 you have one camp that said this is going to
22 replace classroom-based training completely. You

1 had a camp that still kind of exists that says
2 there's no use for this. It's a bunch of junk.
3 It's just correspondence courses on computers.

4 But I think we now know that there's
5 been adoption in the private sector. The American
6 Society for Training and Development in their
7 state of the industry report for 2008 has
8 indicated that about a third of -- a third of
9 indicated that about a third of private sector
10 learning is taking place as e-learning nowadays.

11 There's a report from the Sloan
12 Consortium that found that 3.9 million college
13 students are taking at least one online course in
14 fall of 2007, which is up from 1.6 million in
15 2002, so more than double.

16 And I think you're starting to see that
17 federal policy is sort of moving to accept online
18 learning a little bit more. You had back in 2006
19 the Higher Education Reconciliation Act had a
20 repeal of what was the called the 50 percent rule,
21 which placed a lot of restrictions on online
22 learning for institutions of higher education and

1 their ability to access Title IV financial
2 assistance.

3 And you've also seen the President back
4 in July announced his community college
5 initiative, a major new initiative to expand -- to
6 improve how community colleges serve Americans.

7 Part of that is a \$500 million
8 investment, and it's also in the House. There's
9 no legislation called the Student Aid and Fiscal
10 Responsibility Act that will include \$500 million
11 over 10 years for the development of online
12 education in high school and postsecondary
13 courses, free online education.

14 We think that's fantastic. That's
15 wonderful. It's a wonderful initiative, and I
16 think it shows how far online learning has come in
17 the last 10 to 15 years.

18 The advantages of online learning I'm
19 sure other people are going to talk about this as
20 well. I mean obviously we know that it works,
21 otherwise, the private sector and the higher
22 education sector. We know that it works in some

1 things very well, otherwise, the private sector or
2 the higher education sector wouldn't be adopting
3 to the degree that they are. It's -- obviously,
4 it's a very effective method of information
5 transfer, and as we get more sophisticated
6 technology, more sophisticated models, like
7 simulations and instructional games and just-
8 in-time learning that goes to handheld devices so
9 you can, you know, fix something right there.

10 I mean I -- you know, there's a lot of
11 things about online learning that we know are
12 effective.

13 In -- particularly for low- and
14 middle-skill workers, I think what's of great
15 value is this increased access to education and
16 training. Three-quarters of today's college
17 students are what we would -- are classified at
18 least -- have at least one what we would call
19 non-traditional factor.

20 So they're working adults. They have
21 dependents. They're financially independent.
22 They have delayed enrollment. They have to work

1 full-time. They're only going to school
2 part-time.

3 For those individuals, online learning I
4 think is a real boon because if you have to deal
5 with, as Heather was talking about, if you're
6 dealing with kids, if you have to work full-time
7 and you can only go at night, the flexibility that
8 comes from online learning -- the lower cost, the
9 ability to self pace, the removal of geographic
10 limitations -- the fact that you don't have to be
11 sitting in a classroom with a teacher in order to
12 get education, I think that's very positive.

13 And so we would support investments that
14 are being made that expand access to training and
15 learning for working adults, particularly low- and
16 middle-skill working adults.

17 That having been said, I think there are
18 some limitations with online learning just as a
19 model. We know, for example, that it's not
20 necessarily good at replacing some hands on
21 training and education that has to happen.

22 You know, a lot of the jobs that we're

1 talking about in creating through federal
2 investments in infrastructure, and healthcare, and
3 green jobs, a lot of those are jobs that really do
4 have a lot of hands-on experience.

5 And so while online learning is
6 certainly going to be a component, it can be and
7 should be a component of how you prepare people
8 for those jobs, you can't necessarily do
9 everything to online learning, and we need to be
10 sensitive to the fact that online learning is
11 going to have to be combined with -- is going to
12 have to be combined with on-the-job training and
13 probably with some traditional classroom training
14 just to make sure that people are learning and
15 that they're -- and that they're able to do the
16 job.

17 Obviously, online learning is like any
18 other kind of learning. If it's contextualized to
19 actual work experience, it's a lot more effective.
20 If people can connect what their learning in the
21 classroom or learning in a laptop to the job that
22 they're going to do, that's always going to be

1 more effective.

2 And I think there's also -- just in
3 general, I think there's still a little bit of --
4 it's still not much clarity on what kind of
5 credentials come out of online learning and
6 whether or not those are being adopted by the
7 business community.

8 Any kind of training, in order to be
9 really effective, needs to -- needs to be leading
10 towards a credential or a degree or a certificate
11 that has value in the labor market or has academic
12 value.

13 If -- and it's not clear yet how well
14 the business community is adopting it. And
15 certainly they're adopting it when they do it --
16 and when they provided internally, but it's not
17 clear how well it's being valued externally by
18 institutions of higher education and by the
19 business community.

20 So that's my first half of spiel. I
21 want to kind of, though, kind of my main thrust of
22 my presentation -- I'll go through this as quickly

1 as I can -- is I want to kind of stress that
2 access is only a part of the problem that we're
3 going to be facing.

4 And I want to highlight two quick
5 statistics. The National Commission on Adult
6 Literacy released a report last year called Reach
7 Higher America, and one of the very terrifying
8 statistics that was included in that report was
9 that 93 million Americans lack the literacy skills
10 to enter postsecondary education and job training.
11 And when you consider how many of the jobs in
12 today's economy and in tomorrow's economy are
13 going to require postsecondary education, that's a
14 terrifying statistic. That's the equivalent of 60
15 percent of today's workforce.

16 Michigan did a report just back in
17 December, and they found that one-third of the
18 state's working age adults, 1.7 million people
19 lacked the basic skills to attain a family
20 sustaining job and to contribute to the economy.

21 So what's the point of this? The point
22 of this is that you can provide access to

1 everyone, but if people don't have the supportive
2 services and the literacy that they need in order
3 to take advantage of online learning, it's really
4 not going to be of great, you know, value.

5 So as we're moving forward, we need to
6 be thinking about how we link online learning and
7 traditional learning to these sort of -- kinds of
8 supportive services and remedial services that are
9 so critical to the success of low- and
10 middle-skill workers.

11 And so there's a range of services that
12 we know are necessary that need to go along with
13 this, and there's, you know, obviously, this is
14 not something that you guys can necessarily
15 addressed through the broadband policy, but it is
16 something to kind of keep in mind.

17 We know that for people with very
18 significant detachment from the labor market and
19 with significant barriers to employment one
20 service that we need is recruitment and outreach.
21 It's great to have online training available, but
22 you need to have -- you need to have the ability

1 to reach out into these underserved communities,
2 rural communities, and high-poverty communities
3 and actually bring people to the train. If they
4 aren't aware of it, and they don't know how to use
5 it, and it's not going to be as effective as you
6 want it to be.

7 Assessment programs. We need to be able
8 to assess people's skill levels in order to figure
9 out what kind of training is appropriate for them
10 so that they can move into the jobs and careers
11 that they want. I know, for example, a lot of
12 states have adopted the Work Keys System that ACT
13 has. That's one example of where I think you have
14 an online program that's working within the public
15 workforce system to help people sort of assess
16 their skill levels and help decide what training
17 is necessary. But you need to have the services
18 alongside online training.

19 We also services to promote persistence
20 and completion and supportive services, as Heather
21 mentioned, around childcare and transportation.

22 Kind of a point on that, you know,

1 online training does reduce a lot of the
2 geographic barriers and does reduce some of the
3 sort of the spatial barriers, but it doesn't
4 reduce the mall. I mean you still -- in order to
5 do online training, you still need a computer, and
6 you still need a chair to sit in, you know, or you
7 need a laptop or what have you.

8 But that means that the online training
9 has to take place somewhere, and it has to take
10 place somewhere in time. And so that's something
11 that you need to be thinking about is -- you can
12 talk about if you build it, will it -- you know,
13 the question is whether or not they will come.
14 The question is were they going to go; right. A
15 love of the folks that were talking about -- low-
16 and middle-skill workers, they don't have laptops,
17 and they don't necessarily have a personal
18 computer at home. And so we need to be thinking
19 about where online training is going to take
20 place.

21 A couple of areas, you know, kind of the
22 obvious suspects. There is the public workforce

1 investment system under the Workforce Investment
2 Act. And then, of course, community colleges are
3 another area where you can be doing online
4 training.

5 But a couple points on that -- I hate to
6 be -- I hate to sound negative. But the workforce
7 investment system -- and both the workforce
8 investment system and the community college system
9 in this country are substantially overwhelmed at
10 this point. The workforce system under the
11 Workforce Investment Act in the 12-month period in
12 March of '09, which was up from the year before by
13 about 12 million people -- it's a substantial
14 increase. So the -- and this comes at a time when
15 we had already had eight to 10 years of budget
16 cuts and staff cuts.

17 So there's not as much capacity in the
18 system as there was maybe two or three years ago.

19 The same thing with community colleges.
20 They are also facing state budget crises and
21 substantially increased enrollments, so in some
22 cases you're seeing community colleges are

1 actually thinking about limiting admission for the
2 first time in the fall of 2009. So it's something
3 to keep in mind.

4 People need to be able to access online
5 training. We need to be thinking about where
6 they're going to be accessing online training.

7 We need to be coupling expansion two --
8 expanded access to computers and two facilities.
9 And you need to -- you know, also be thinking
10 about career counseling. You can tell someone --
11 you can tell someone to go look at a set of job
12 listings or to take an assessment test, but they
13 need -- you need sometimes to be able to help them
14 connect that to what training they need, what
15 skills they need, what jobs are out there. You
16 also need lab technicians. If there are people
17 who can show you how to use a computer because a
18 lot of those folks that lack basic literacy don't
19 have digital literacy, they're also going to need
20 help accessing computers and accessing online
21 learning.

22 Last but not least, I want to talk very

1 briefly about connectivity. We have a very
2 disconnected and discombobulated workforce system
3 in this country. You know, just for example, we
4 have job training -- Federal job training services
5 in this country are administered by the Department
6 of Labor under Title I of the Workforce Investment
7 Act. Adult basic education is administered by the
8 Department of Education under Title II of the
9 Workforce Investment Act.

10 There's different funding streams.
11 There's different agencies, different state
12 agencies, different local agencies, different
13 performance measures so that when you look at
14 adult education and job training in this country,
15 the co-enrollment rate between adult education and
16 job training is actually less than one percent,
17 which, when you think about the number of people
18 that we talked about who lack basic literacy is
19 pretty daunting.

20 So you need to be thinking about -- as
21 we think about how do we expand access to online
22 training and supportive services how can broadband

1 also sort of bridge the gaps between the systems
2 and services to make it easier for low- and
3 middle-skill workers to access these services, you
4 know, particularly expanding access to online
5 training to create seamless career pathways
6 between these different systems so that I as a
7 low- or a middle-skill worker don't have to sit
8 and try and figure out where do I go from here.
9 Will this be accepted at the next place.

10 We also need to be thinking about
11 whether or not online training is connected to
12 business needs within the community. You know,
13 it's wonderful to get online training, but if it
14 doesn't result in a job, then it's not necessarily
15 as effective for the low- or middle-skill worker.

16 So one innovation that's being carried
17 out on the state level to help increase business
18 involvement in job training are what we call
19 industry or sector partnerships where you bring
20 together multiple stakeholders connected to
21 industry, multiple employers, labor groups,
22 community-based organizations, the public

1 workforce system, education and training
2 providers. I suggest that they might -- that's
3 one innovation that we're seeing on the state
4 level in terms of workforce development that might
5 also help determine what are the best online
6 models available, and the best way to sort of
7 integrate online learning into local and regional
8 industry development.

9 So I think that's it. So. Sorry if I
10 went over time.

11 MS. VIVATRAT: No. Thank you so much.
12 Our next panelist is Mr. Christopher Etesse. He
13 is the Vice President of Presidium Learning, a
14 technology company that designs and implements
15 education management systems for higher education
16 institutions. Chris?

17 MR. ETESSE: Thank you, Jing, and thank
18 you to the rest of the panelists for having me
19 today.

20 If we could go to slide three. So my
21 background is quite interesting. I was one of the
22 early employees of Blackboard, another panelist,

1 and also spent some time at Monster Government
2 Solutions, yet another panelist. I've been in the
3 online education world pretty much since
4 Netscape's early browsers; you know, saw the
5 growth of Blackboard and other e-learning
6 providers, and really just the normal adoption by
7 colleges and universities and for- profits over
8 the last 10 to 15 years.

9 Presidium is a service delivery platform
10 for education. We got our start about -- next
11 slide, please -- thank you -- we got our start
12 about six years ago supporting online learners on
13 the IT side with questions around their learning
14 management system. We then branched out to
15 supporting 80 different IT applications for
16 Microsoft Office to Datatel, PeopleSoft, Oracle.
17 We have around 800 employees in rural southeastern
18 Kentucky. That's up from around 60 employees
19 there three years ago.

20 So we're the fourth largest employer in
21 Pulaski County down there, and continue to bring
22 jobs to that region that's been quite hard hit by

1 the current economic environment.

2 We answer questions related to IT
3 enrollment, financial aid. So we have a number of
4 clients that will call into our personnel and ask
5 about their financial aid package, ask for a
6 transcript, find out where they mail a check in.

7 We have over 800 clients that were
8 supporting across the United States -- everything
9 from higher education, community college, for
10 profit, as well as K-12 and continuing education
11 programs.

12 WE have a consulting organization that
13 helps deploy our services across these
14 organizations and really help them maximize
15 customer service for these learners, as both
16 Heather and Kermit mentioned. These are folks
17 that are also working. They have childcare
18 responsibilities and really they want to be able
19 to get online and learn as quickly as possible
20 with as few interruptions.

21 And then we offer a number of technology
22 solutions that assist us in doing that.

1 One of the common challenges that we do
2 see across education -- next slide, please -- is
3 really the seasonality in arrival patterns when
4 our folks are answering the phone, chats, or
5 e-mails to help out these online learners. You
6 know, 50 percent of our volume is in January,
7 August, and September each year, as folks are
8 going back to school.

9 During the week, 50 percent of our
10 volume is on Mondays, Tuesdays, and Sundays, and
11 especially Sundays continue to increase. But
12 during the day, 50 percent of our volume occurs
13 between 2:00 p.m. And midnight.

14 What we're seeing as we're talking to
15 folks that are continuing their education -- they
16 may be putting their kids down to bed and they're
17 logging on at 9:00, 10:00, 11 o'clock at night,
18 and we provide a service that if they are having
19 trouble logging on or they're having trouble
20 understanding, they can call us and they can get a
21 live operator 24 by 7, 365 days a year.

22 You know, what's most important about

1 that -- and some of you may have seen the front
2 page of USA Today's Money section yesterday
3 looking at the max and min broadband speeds across
4 the United States. If you look at some of the
5 Western states, you know, they maxed out around
6 two megabits per second, which is one-tenth of the
7 average speed in, say, South Korea, for example.

8 Again, you know, the learners that we
9 are dealing with their needs at home. They need
10 to be able to get on, complete their activity, and
11 then get off and continue with their lives and so
12 forth.

13 So, you know, not just access to
14 broadband is important, but high speed broadband
15 consistently throughout all of the communities in
16 the United States.

17 What I would like to do now is just kind
18 of go through some examples -- next slide, please
19 -- of some clients or some potential clients.
20 Western Governors University, for example, was
21 formed by the 19-state governors.

22 It's all online. They offer as one of

1 their programs teacher accreditation in 49 states.
2 So if you're a public school teacher and you need
3 to be accredited and you need to do so every two
4 to five years, whatever the state or the
5 Department of Education mandate is, you can attend
6 their program, quasi-public program, \$6,000 a year
7 for the program, versus \$20,000 for some
8 traditional programs. And it's competency-based
9 learning.

10 So if you've already learned something
11 in the classroom, they don't force you to retake
12 that credit. You just have to prove to testing
13 online that you have learned that. Teachers are
14 non-traditional students. They have different
15 hours. They have different responsibilities.
16 Again, many are parents as well.

17 And rural high-speed broadband at home
18 is key for maintaining their jobs and educating
19 tomorrow's leaders as well.

20 Another example -- a large for profit K
21 to 12 institution. It runs charter schools --
22 next slide, please -- throughout the 50 states.

1 The student stays at home. They are logging on
2 online to take their coursework. They receive
3 district credit for that diploma. You know, there
4 are expansion capabilities for that business and
5 also for students that have the need, whether it
6 is for that type of learning or there may be a
7 disability involved, and they can't attend school.

8 You know, I don't think we want to limit
9 today's learners and future leaders to, you know,
10 what I would classify as 1980s dial-up speed
11 because of their location.

12 We have another for profit K-12
13 institution that is actually -- best tutoring to
14 low-income and at-needs students in some of the
15 key metropolitan areas throughout the country.
16 You know, for the last three to five years that's
17 all been dial-up for the students.

18 They've partnered with a large provider,
19 and now are actually rolling out wireless 3G
20 cards, which again is allowing their students to
21 complete these tutoring sessions, sometimes three
22 times faster, five times faster; still getting the

1 educational content they're looking for, but again
2 getting online, doing what you need, and then
3 continuing with your life.

4 Next slide, please. You know, as a
5 number of you have mentioned as it relates to
6 continuing education, job training, community
7 colleges, you know, we're seeing that seasonality
8 and that peak usage monthly, daily, and the
9 hourly.

10 And as Kermit said, you know, campus
11 admissions for on-campus for community colleges
12 seemed to be flat to slightly declining, but
13 community colleges their online programs are
14 increasing quite rapidly. And again, those are
15 the students that need that broadband. It doesn't
16 matter where they live. They need to be educated,
17 and we need to be able to provide that to them.

18 We have another client that does --
19 offers transcribing and coding for the medical
20 profession. Again, a lot of -- 90 percent of
21 their students are mothers -- stay at home, and
22 they're doing that program had not online, and

1 they need access to high-speed bandwidth.

2 Next slide, please. You know, emergency
3 preparedness, swine flu, natural disasters, these
4 schools and their students being able to access
5 Presidium support personnel to be able to continue
6 to learn online in the event of an emergency when
7 the physical school, the library, et cetera,
8 aren't accessible. It's rural broadband for the
9 students and adequate broadband for them.

10 But it's also -- next slide, please --
11 as an educational provider, you know, we need to
12 have dual redundant rural broadband. So we're in
13 a very rural area in southeastern Kentucky. We
14 have voice lines that come in on one carrier. We
15 have Internet that comes in on a second carrier,
16 and then we have a redundant third carrier for
17 Internet.

18 And I think as we go through this, it's
19 important to think about that dual redundancy
20 that, you know, we can bring rural broadband. We
21 can get it out there to all of these locations
22 across the country, but when they become dependent

1 on it, and their learning is dependent on it, and
2 it goes down, what do they do?

3 So let's not offer something that could
4 go a way or may not be stable.

5 And then, you know, my final thoughts,
6 you know, it's -- next slide, please -- it's a
7 math problem, really. It comes down to who
8 doesn't have adequate broadband, you know, two
9 megabits or per second or above, you know, where
10 are they grouped, and, you know, how do we achieve
11 that 90 percent penetration with existing
12 technology, such as WiMax, 4G, LT, et cetera, and
13 also, you know, avoid that misconception that we
14 have to dig up the entire country to achieve just
15 the basic broadband infrastructure that, you know,
16 our students both of today, and of tomorrow are
17 dependent on. Thank you very much.

18 MS. VIVATRAT: Thank you so much. Thank
19 you, Chris.

20 I think after the panelists'
21 presentation, we want to go back and ask about
22 dual redundancy and have you elaborate on that a

1 little bit.

2 Okay. So our next panelist is from
3 Monster Worldwide, Mr. Eric Winegardner. He is
4 the Vice President of Client Adoption, and we all
5 know that monster is an online employment solution
6 for job seekers and employers.

7 MR. WINEGARDNER: Thank you, Jing. It's
8 very exciting for us to join this dialogue;
9 pleased that it's happening.

10 Personally, for me, it's a passion
11 point, so I look forward to the question and
12 answer. I also applaud you for doing a
13 conversation or facilitating a conversation about
14 broadband via WebEx over the Internet.

15 So I will address this to most of you
16 who are watching this at this point.

17 The context of our conversation today is
18 really around job training, but also how do people
19 find jobs today and how do they find jobs
20 tomorrow.

21 So the idea is that I'm going to do
22 something meaningful with his job training, which

1 is get a job, and how is that all going to happen.

2 What I'm going to talk a little bit
3 about today is hopefully with ubiquitous access to
4 broadband you'll actually be able to see tools in
5 the private sector that actually help you figure
6 out where you should be doing job training, what
7 can you do with the skills you have today, but
8 also what would you really like to do and dare we
9 say love doing? You know, those are the kinds of
10 things that I think access to, you know,
11 affordable, reliable access to broadband. The
12 possibilities are limitless.

13 In our business and being in the dot com
14 space, as we're often referred to, it's easy to
15 take for granted that everyone has in-home
16 high-speed access, like I would imagine the
17 panelists here.

18 In this exercise and in this dialogue,
19 it's alarming how many people do not have Internet
20 access, let alone broadband access, because
21 companies like mine build intricate applications
22 that require fast processing of data, you know,

1 billions of data points to actually provide a
2 meaningful experience for you that you now do
3 something with.

4 So it's this individual empowerment
5 that's actually not happening if you don't have
6 something as simple as broadband access. So I
7 think that, you know, to frame this, there's some
8 assumptions that we should all be able to make
9 reliably in this day and age, and first is that
10 knowledge is powerful. We've heard it referenced
11 several times here.

12 Information is free and at our
13 fingertips. Is it; right? And that education
14 takes many forms -- traditional, non-traditional,
15 in-classroom, online, and that the digital divide
16 is real; right?

17 So I think that, you know, one of the
18 assumptions that I would like us to look at here
19 is that broadband access equals opportunity and
20 growth.

21 For further context in my presentation,
22 to make sure that people don't see this as a

1 Monster commercial, because that's not what it is
2 about at all, is that, you know, we're not the
3 only player in this space. And I think this is
4 what's also exciting about ubiquitous access is
5 that there will be more competition, and
6 competition leads to improvement.

7 But I also want to make sure that people
8 understand that there are many players in the
9 online career space. You know, I'm representing
10 and I'll reference tools and technologies that we
11 employ and things that we believe to our core and
12 innovate around, but it's also important to know
13 that we were the 454th commercial Internet site.

14 So we've been around for a long time
15 when you think of the access and that, you know,
16 we in the last 15 years are now -- have a
17 meaningful presence in over 60 countries around
18 the sole purpose of online career management;
19 right? This is our singular focus. It's what
20 we're passionate about and that we believe that a
21 great job equals a great life; right?

22 So when we're in tough economic times

1 like we are and we see unemployment rates the way
2 they are, if I don't have a meaningful job that
3 has trickle down affect that is important for us
4 to leave on the table to discuss here.

5 So there were nearly 24 million
6 Americans, American adults that used one of the
7 three largest job boards in 2008. So that shows
8 that these are unique. You know, this is only
9 counting them once -- so where they've used one of
10 us. 17 million, or 11.8 percent of all U.S.
11 Adults use Monster, my site, the search for jobs
12 at least once per month, all right.

13 And according to wanted technologies,
14 there are over 5.2 million job openings advertised
15 across all major online job boards. Those may be
16 duplicate. It's not to say that there are 5.2
17 million jobs, but 2.2 million of those postings
18 are in August.

19 So this concept that there are no jobs
20 out there is false. There are jobs. It's finding
21 them, being able to compete for them, and standout
22 is something that if you have broadband access,

1 you know you can get to those jobs. If you don't,
2 you are further at a disadvantage because you
3 don't even know where to look.

4 Monster obviously knows where the jobs
5 are and where the trends are. We track and report
6 monthly via the Monster Employment Index, which
7 many of you are familiar with. It comes out every
8 Thursday or the first Thursday of every month.

9 So I didn't want to kill us with
10 statistics in this early conversation. The data
11 is deep and broad, and we can go into it in many
12 conversations.

13 What I think the most effective use of
14 the time today is to open up a dialogue around how
15 widespread access to broadband Internet allows for
16 innovation around career exploration and
17 management tools, which are available today. And
18 the beauty of these tools are they're effective
19 and they're free to job seekers. They're free to
20 anyone who's looking to better themselves.

21 So, you know, I want people to
22 understand that that's there, and that they're on

1 sites unlike -- you know, just -- I think mine are
2 the best, but obviously there's competition around
3 us.

4 So, you know, I want to make sure that
5 that's what we're talking about.

6 So if we go back into the first slide
7 there -- that was my setup -- how do you like
8 that? Back, back.

9 Well, there we go. All right. So, for
10 me, what I'll talk more about at this point is
11 that from an individual's perspective, effective
12 access to broadband access should allow you an
13 individual to do all of these things. They should
14 be able to explore and navigate, learn and
15 compare; right?

16 So explore and navigate. Who am I?
17 What skills do I have? What do I want to be when
18 I grow up?

19 I may ask myself that today. You know,
20 my retiring father may ask that when he grows up;
21 right? But learning and comparing, so what
22 opportunities are out there and which ones -- how

1 do they stack up side-by-side? And then once I
2 know all of that and once I've completed my job
3 training, now how do I find the opportunities that
4 are available and compete to get them?

5 This is really important, and I think
6 what we seen already social media and some of the
7 very cool technologies that those of us who take
8 broadband for granted are doing is we are looking
9 at community and the sense of how broad we are and
10 how connected we are and how we help each other.
11 This is pretty powerful when people who are
12 looking for self-improvement can help other people
13 who are doing the same thing.

14 And then I don't want to lose sight of
15 the fact that where there is individual
16 improvement and equal access around jobs, this
17 also drives down the cost of candidate acquisition
18 and employment cost for employers.

19 So when we look at small- and
20 medium-sized businesses and how they can more
21 effectively higher at lower cost, this is the
22 icing on the cake of surrounding people with a

1 seeker-centric experience.

2 So next slide, please. The first thing
3 around this in exploring and navigating -- I want
4 to focus in on three tools that exist on my site
5 that are free to job seekers that are built around
6 this tremendous data that we have as an
7 organization of resumes; right? So 80 million
8 resumes plus we have in our database, and each of
9 those resumes represents a career path of an
10 individual.

11 When you throw all of those things
12 together, it's quite compelling to figure out.
13 This isn't textbook. This isn't theory. These
14 are real career paths of real people.

15 How do we leverage that? So we have
16 tools that are available today that allow a person
17 to map their own career; right? So where am I
18 today or where do I want to be and how did I get
19 here or how do I get there; right?

20 So if you go to the next slide here this
21 is looking to the real resumes of real people;
22 right? So a lot of this -- many of us don't know

1 there's 2,600 different occupational profiles that
2 we track at Monster. I couldn't name them all. I
3 don't know that you could; right? I know that
4 there also aren't 2,600 different unique skills.

5 So all of these things mash up together
6 and for me to look at what opportunities are
7 there, it can be simple as doing interfaces where
8 people click and explore; right? So this is one
9 treatment here where you can actually go in and
10 you can figure out either where do I desire to be
11 or where am I, and how do I get there or where do
12 I go from here; right?

13 So if we go to the next slide on this it
14 can be as simple as someone who says I'm a
15 forklift operator today; right? What did other
16 people who were forklift operators do? And we
17 know that, you know, this percentage of them went
18 on into this area. This percentage of them went
19 over here. But there was this small interesting
20 group that just went and did something else;
21 right?

22 And that gives you the -- in my opinion,

1 it gives you the hope that you can, too; right?
2 But we don't just stop there, because along the
3 way you're discovering jobs and careers in fields
4 that you absolutely know nothing about; right?

5 So it's not just about mapping and this
6 discovery. It's really -- if we go to the next
7 slide here -- about understanding how do I learn
8 about new jobs and compare them to something that
9 I want to do; right?

10 So if I'm in a field, and I don't know
11 what else is next, Career Snapshots is a product
12 that helps people understand what do all those
13 2,600 different occupational profiles mean. And
14 then, you know, the piece that I think is the most
15 valid for this is what do I have to do to get
16 there; right?

17 So when we look at the Snapshot's piece,
18 if we go into the next slide here, you know, this
19 helps you understand what is the textbook
20 definition of this job, but then there are
21 hundreds of thousands or perhaps millions of
22 people who do that job today. Let's see what they

1 say about it.

2 So it brings some of that social media
3 Web 2.0 components of me share my experience with
4 you. And they can be other people who are
5 forklift operators or other people who are
6 Sarbanes Oxley auditors who are either trying to
7 convince you to do it or trying to convince you
8 not to.

9 The idea is that that exchange of
10 information can be very meaningful for you.

11 It also helps you understand what is the
12 projection of this career over the next decade;
13 right? How many jobs are there now? What do
14 those jobs pay? What's the projection of what
15 those jobs will pay?

16 What training do you need to do in order
17 to get there; right? That's really what's most
18 important about this is going back to that concept
19 that information should be at my fingertips and it
20 should be free to me; right?

21 So knowing what I need to do something
22 that's pretty powerful with these tools. If we go

1 to the next slide here, you can see that from a
2 learning and comparing the concept of the reality
3 check; right?

4 So this is something that, you know, we
5 really want to be able to say from a career
6 benchmarking standpoint, where's the population
7 that also has the skill sets that you have or the
8 desires that you have, and where does this career
9 stack up with your aspirations?

10 So understanding that if you are a
11 high-income person now and this is a dream for you
12 to go and do these things, here's the average
13 salary. Take stock.

14 Or, you know, that the cost of my
15 education, combined with the income that I have
16 today, I'm going to be in a law situation; right?

17 You know, however we look at these
18 things and what's the quality of life, what are
19 people looking at -- all the different areas that
20 are here. These tools are simply not possible
21 without high-speed Internet access; right?

22 I would imagine, as has already been

1 referenced here, you know, over dial-up, you would
2 -- it would be a very short exploration; right?
3 Let's say that.

4 So I think this is something that is
5 incredibly important for people. So, you know,
6 this is -- if you look at these tools and you put
7 this on the front end of job training, right, this
8 is someone who has done that self- guided
9 diligence what it is they're interested in so that
10 they can come in and say these are the kind of
11 training programs that I'm interested in. And I
12 think that is something that all of us are very
13 receptive to.

14 Give me the tools to help myself. Help
15 me help me is really what I think high-speed
16 Internet access in my house is going to be able to
17 do for us -- less reliance on the career coach
18 concept. Absolutely, you want that, but where's
19 the scale? Where is the scale that every single
20 person that doesn't have Internet access today
21 would ultimately need some sort of career coach.

22 Let me empower me to be my own. So I

1 think if we go to the next slide what we look at
2 at this point is outside of learning about what's
3 there and comparing is now I've got to find, and
4 in today's environment, I have to compete; right?

5 So it's not just a matter of I have all
6 the skills. Guess what? So do other people.

7 So how do I now stand out from the
8 crowd, and I think this is something that's, you
9 know, germane to us. We've been doing this for
10 years around, you know, helping you get the job of
11 your dreams by not making mistakes others make or
12 prepare yourself.

13 So one thing that I want to walk through
14 with this is that in the future or today, but, you
15 know, certainly how all this should work is all a
16 job seeker should have to know is what do I want
17 to do and where do I want to do it.

18 And if there is access to both employers
19 and job seekers to be able to populate this
20 information, that exercise should be very simple
21 today. This was done yesterday. If I do a job
22 search -- next slide -- in any major metropolitan

1 area, I am going to have more jobs than I know
2 what to actually do with or filter or sort or
3 figure out how that happens.

4 To contrast this, you know, I don't see
5 exactly where this one is and probably Boston --
6 that's where I was yesterday. You know, there
7 will be hundreds, if not thousands of jobs in
8 almost every category -- administrative assistant,
9 sales rep, analyst -- you know all these things
10 that are happening.

11 When you look at the percentage of job
12 seekers in rural versus urban areas that have
13 Monster profiles in Billings, Montana, 11.1
14 percent of the workforce in Billings, Montana have
15 a Monster.com job profile. Contrast that with
16 Boston, where 29.7 percent; right?

17 So not only is it a much larger area, so
18 from a numbers standpoint, but the percentage is
19 nearly -- well, it's over three times -- nearly 4
20 times that of a rural area.

21 You have to dig in and ask yourself why.
22 So just from a quick job search standpoint, there

1 are also jobs in those rural areas, and, you know,
2 I did this exercise yesterday where we put a map
3 on the wall -- or not yesterday, but a few days
4 ago, we put a map on the wall, and we did the dart
5 throw, we wanted to try to, say, test ourselves,
6 not stack the deck, where do we go.

7 And we came up with Pikesville,
8 Kentucky. So this is -- you're probably familiar.
9 It's a little bit to the east, but it's a rural --
10 it's definitely a rural area. And if you go to
11 the next slide here, you'll see that in this rural
12 area of Pikesville, Kentucky, you know, when you
13 do a job search on Monster, you're going to find
14 400 or 500 jobs in that commutable distance of
15 Pikesville, many of them in Pikesville.

16 But what you'll see here is that you
17 don't have near the choices; right? You don't
18 have near the saturation of jobs in that area, and
19 you have to also say well, why is that. Do
20 employers even have access to be able to do this
21 online?

22 And what I find that I find is very

1 interesting is that you will find in these areas
2 that are more rural companies that have large
3 locations or are domiciled in metropolitan areas
4 are recruiting in more rural areas the same way
5 they're recruiting in metropolitan areas. I don't
6 live in Pikesville. I'm recruiting out of D.C.

7 I sit in a centralized operations
8 center, had I put a job on a job board or on my
9 own corporate careers site, and I say Pikesville,
10 and expects you to find it; right?

11 Those who do, because there are those
12 who do or there wouldn't be that widespread
13 adoption that we talk about what these
14 organizations -- those who do are at a very clear
15 advantage over those who don't have something so
16 simple as the ability to do a search for what they
17 want to do, where they want to do it.

18 So I think we -- you know, you should
19 look at those things. It's not that if there's no
20 broadband access, then there's no opportunity.
21 The opportunity is there. It is that if there's
22 no broadband access for me, I don't have

1 opportunity. And I think that is something that's
2 -- that merits further exploration.

3 One of the -- next slide, please -- one
4 of the very -- the pieces that we're most proud of
5 as an organization because this -- there are
6 hundreds and thousands of pages of content around
7 career advice.

8 Next slide, please. In the Career
9 Advice area is you can learn not only about how to
10 build your resume -- you'd be surprised how that
11 is the question we hear all the time, but how to
12 tailor that now and respond to what a recruiter is
13 looking for in the Internet day and age; you know,
14 how to interview. These are all off-line things.
15 How to connect with people. How to network
16 better. All of those old happen together in one
17 online destination that people can spend hours in.
18 They dig in it at the same kind of interface where
19 they can ask other people that are there. All of
20 these things happen in a way that we talk about
21 the power of our off-line networks, but how many
22 of us actually ask those kinds of questions to our

1 offline networks; right?

2 It's not appropriate overtime. Yet, if
3 I'm there and there's lots of other people looking
4 and I'm in the same situation, it's a very
5 meaningful, empowering exchange of information.

6 So and just to -- I hope I was in my 10
7 minutes, because I try really hard -- people, you
8 know, when you look at the people helping people
9 component of that, you know, when you build this
10 infrastructure, it's impossible for us to predict
11 all of the value that comes out of this
12 investment. It is impossible, but this alone, job
13 training, job creation, in my mind is -- far
14 exceeds the \$7 billion investment, as if you want
15 the two cents of a taxpayer.

16 So when you look at the employer
17 benefits that I mentioned at the end, when you
18 look at giving my job seekers or the audience that
19 I'm looking for access, this is where we talk
20 about the open marketplace. This is where we look
21 at if I am online to acquire candidates or I'm
22 online to build my business or to work remotely or

1 however I'm doing that there's all sorts of
2 benefit and obviously the most expensive opening
3 is the one that goes unfilled for companies.

4 So when you look at the cost versus, you
5 know, putting an ad on the Internet versus in your
6 newspaper or putting your help wanted sign or
7 everything else that we have in there, I think
8 that the driving down the cost of lost
9 productivity and making it more efficient for
10 employers is absolutely there with much more
11 ubiquitous job search -- excuse me -- not
12 job-search -- broadband access.

13 So in closing, I'll say that our focus
14 at Monster is to provide our users and anyone
15 who's out there looking for career exploration a
16 destination to manage their careers, not just
17 tactically try to find their next job.

18 In these tough economic times that we're
19 in, being able to easily find a job is incredibly
20 important. However, I think it's important that
21 we take a long-term view on this, and understand
22 that if I am -- if I subscribe back to what I said

1 earlier that great job equals great life, you
2 know, these times will pass, and what we want to
3 make sure that we are doing is giving people the
4 opportunity to explore and find -- you know, there
5 they go for their true calling.

6 And I think that that's why the future
7 of the seeker-centric approach that we've taken at
8 Monster is all about the job seeker. It's all
9 about the long-term view of your career. And it's
10 why ubiquitous access to broadband is so important
11 for us. That's it.

12 MS. VIVATRAT: Great. Thank you so
13 much, Eric. It would be so interesting to
14 continue a dialogue following up on what Kermit
15 was talking about before, on career mapping and
16 matching low-skill and middle-skill workers to the
17 careers and facilities that are actually available
18 to Eric's presentation about the technologies that
19 are available to help workers and jobseekers
20 analyze what kind of skills they have and map them
21 to a career that they're seeking or perhaps for
22 displaced workers who are outside of the job

1 force, workforce, who are seeking retraining and
2 getting back into the workforce. It would be if
3 using to make that connection to see if there's
4 technologies that can, you know, bring
5 job-training candidates together with career
6 mapping and job placement opportunities.

7 Our next panelist is from Blackboard,
8 the e- learning software company. Mr. Tim Hill
9 is the President of Professional Learning at
10 Blackboard. Tim?

11 MR. HILL: Thank you, Jing. And, Eric,
12 there's nothing wrong with the short commercial
13 about your company, because, you know, the viewers
14 and people in the audience need to know what we do
15 and why we are some level of subject matter
16 experts. But the problem is most of the people on
17 WebEx have logged off, and they're looking for
18 jobs on your website.

19 So I didn't know there were that many
20 jobs on there. And most of the panelists, let's
21 be honest, when we get back to our office, we're
22 going to jump on Monster and check out what's open

1 in our field. So I appreciate that.

2 MR. WINEGARDNER: It's even better than
3 when someone else does your commercials.

4 MR. HILL: That's true. Right. That's
5 true, and I don't know him. I just met him.

6 Can you please jump to the next slide?
7 I'm going to do a quick background on Blackboard
8 so you understand what our company is all about,
9 and some of our values and some of the clients we
10 have worldwide in education.

11 And then if you want to learn more, you
12 go to blackboard.com, and there's plenty of
13 content there. So I don't have to share it with
14 you here.

15 But please don't log off of the WebEx
16 and go check out our website until we're done.

17 So every day, over 5,200 institutions
18 and over 20 million people use Blackboard as an
19 online learning platform -- so leading
20 universities, community colleges, career colleges,
21 K through 12 school systems, as well as adult
22 learners learning on the job in government as well

1 as our own Department of Defense.

2 The reason is because our platform is
3 easy to use. And we're not alone. We do have
4 competitors. But what our industry has done is
5 really revolutionize education so it can be
6 accessible and affordable. The parts that are
7 missing are what we are here to talk about, which
8 is how can we get broadband, make it affordable,
9 and make it accessible? How can we get content
10 that goes on an online platform like Blackboard to
11 be constructed so it impacts people where they
12 work and where they live their lives.

13 Jump ahead to slide five. See I'm even
14 jumping ahead on slides.

15 So just to give you an example, people
16 from all walks of life in over 65 countries use
17 Blackboard as their online content delivery
18 platform. It was built for teachers, proven by
19 students, and proven by millions each and every
20 day.

21 So from the warfighter to the admiral or
22 the general, to a K through 12 student, to a

1 college professor or learner, people are using
2 Blackboard each and every day.

3 Now what all those people have in common
4 is they have access to their university, through
5 their organization. They have access to
6 broadband. They have a computer. And what I
7 wanted to talk about in this presentation is what
8 about the rest of us?

9 Most of the people on this WebEx are on
10 the WebEx because they're either at home using
11 broadband on their computer or perhaps at a
12 library, perhaps at a school.

13 But there's others, whether they're, you
14 know, in the ADA 508(c) camp, whether they're
15 unemployed, under skilled who are just looking for
16 the opportunity to learn more, to be re-skilled,
17 if they're out of work to get new skills so they
18 can get back in the workforce.

19 And that's where broadband can really
20 dramatically impact access to education, access to
21 training, access to diplomas or certification that
22 can change people's lives on a daily basis.

1 So now jump ahead to slide seven. So my
2 group that I'm over at Blackboard is about adult
3 learners. So most of the people on the WebEx and
4 the audience, they've probably used Blackboard or
5 one of our competitors in your K-12 or high school
6 experience with your children, in your undergrad,
7 in your graduate school.

8 But there's a lot of people who would
9 love to use it if they had access to it, and
10 that's where broadband can make a huge difference.
11 Without broadband, without high- speed access, the
12 access to education, to training, whether it's
13 vocational or whether it's professional, is very,
14 very limited.

15 And we all know that that's the biggest
16 challenge. The cost of delivering content on a
17 platform like Blackboard, the cost of building the
18 content for most universities, colleges, community
19 colleges is not the golden screw. In other words,
20 that's not the part that's inaccessible.

21 There are Pell grants. There are other
22 government grants. There's financial aid to get

1 people the education they need. What's missing is
2 if they don't have the tools to do it online, if
3 it's not convenient for them because of a child
4 issue for a working mom or somebody who is
5 actively employed and can only do education in the
6 evening, then how do you get it to them?

7 And that's where online can make a big
8 difference.

9 So I think re-skilling is a big word
10 today because of our unemployment issue. There
11 are jobs available, but many of them need some
12 level of professional experience -- certification,
13 diploma, or a degree.

14 A lot of people that need the
15 re-skilling are those who are out of work for
16 manual labor jobs, from factor jobs.

17 So there are jobs out there, but if they
18 don't have the skills and the education or the
19 certification or diploma to get them, they're at a
20 huge disadvantage.

21 So it's kind of what comes first, the
22 chicken or the egg. In this case, they both have

1 to be there at the same time. They have to be
2 affordable and accessible.

3 So I'll give you some real life
4 examples. We're members of the Career College
5 Association, which is headquartered in D.C., as
6 well as Imagine America Foundation, which is a
7 non-profit arm of CCA, their foundation.

8 And I might not get the numbers exactly
9 right, but you'll kind of get the scale of what
10 I'm talking about. And these have been presented
11 by Harris Miller, the CEO of CCA at different
12 conferences.

13 In the U.S., if you are a HVAC or
14 heating air conditioning worker, the typical
15 worker, you're skilled but only through on the
16 job. Your average salary is going to be about
17 \$28,000 a year, probably paid hourly.

18 If you go get an HVAC certification from
19 a degree or certification-granting organization,
20 your average income can jump to \$54,000 a year.
21 That's pretty dramatic. So how do you make that
22 accessible to somebody, whether it's on the job,

1 online, or through a votech school.

2 You've got to give them the opportunity
3 to do it, and a lot of these schools are now half
4 online, half in person, as you mentioned, where
5 it's a blended learning environment.

6 Another example. There's a lot of out
7 of work auto technicians, auto mechanics, because
8 dealers have closed down. Factories have closed.

9 Well, there's one company, UTI, that
10 trains mechanics and autobody workers, both online
11 and in person, on the premium cars as well as
12 NASCAR and Formula One racing.

13 Now in a downturn in economics, you
14 know, it seems like, well, those are, you know,
15 pretty high-end things, you know, luxury cars,
16 racing cars, racing circuits, et cetera.

17 But their graduates average close to
18 \$100,000 a year. So they get the investment.
19 They understand it, and if it's made accessible to
20 them, it can dramatically change their life.

21 Go to the next slide, please. So if we
22 talk about some of the demographics in the U.S.

1 and what's becoming ubiquitous, you know, we all
2 know that handheld devices, that televisions, that
3 computers are becoming pretty much ubiquitous, but
4 not for everyone.

5 Those who have access to them will
6 usually pick and choose one device over another
7 one because of the economics. If there were
8 grants that helped, you know, high-speed Internet
9 going from \$39 to \$59 a month down to half of
10 that, maybe a grant because you're pursuing a
11 degree, right. That can make a huge difference in
12 the affordability.

13 So a lot of people think high-speed
14 Internet or cable are only entertainment, and
15 we're proving that wrong today talking about
16 educational opportunities and access to education.

17 So right now, I don't think the
18 technology is a barrier to entry. It's fair.
19 It's available. Content is there. Education,
20 diplomas, degrees, certifications are available.
21 It's access because of affordability.

22 And I think that's a key challenge for

1 the SEC as well as for providers of the
2 technology, of the broadband in the U.S.

3 So if you look at the trend -- the next
4 slide, please -- towards adult learners, and this
5 is a little bit of an older slide, but today, you
6 know, there's a huge influx of adult learners into
7 the education marketplace.

8 So community colleges might not be able
9 to handle the influx, but there are other
10 alternatives. Not everybody can go to college.
11 Maybe community colleges are hurt by budgets, so
12 they have to limit enrollment, but you can do it
13 online. There are votech and career colleges that
14 offer excellent education, excellent degree
15 options, and you can do it either online or a
16 blended learning environment, where you do have
17 hands-on and you do go to school.

18 But this is growing dramatically because
19 of displaced workers, because the people who have
20 to have two incomes to survive. So they're
21 looking for those educational outlets, and many
22 times they can get the opportunities through

1 government grants to pay for the tuition.

2 They can get to the campus or they can
3 take it online around their schedule. But what
4 they can't afford many times are the equipment and
5 the high-speed access to the content, which is
6 critical.

7 And then the next slide, please. Here's
8 two I think good quotes, one from Education
9 Dynamics. "People are turning to online education
10 in record numbers because of the flexibility." So
11 those who are working, but they're looking to
12 improve their lot in life; those who have a family
13 or taking care of extended families; those who
14 volunteer on the side and they just don't work,
15 they need to be delivered education in convenient
16 modes based on their lifestyle in each and every
17 day.

18 And then CNN Money -- I think this was
19 earlier this year this quote: "To make themselves
20 more marketable, 20 percent -- 26 percent of
21 workers plan to go back to school to obtain a
22 degree, certification, or other training," which

1 is pretty impressive. And that's from Career
2 Builder, which has a local major office here.

3 So let's go to the next slide, and you
4 can look at some of the stats from Imagine America
5 Foundation and the Career College Association.

6 This is an alternative. So Blackboard
7 is found at about 80 percent of all colleges and
8 universities in North America, but we're also
9 working with career and votech universities and
10 colleges, because of their massive growth and the
11 fact that they offer access to people who can't go
12 to the traditional four-year college undergrad or
13 graduate school.

14 So about 2,700 institutions and growing
15 dramatically. There are a lot who are now
16 starting up because there's demand in
17 non-traditional forms of work, like biotech, like
18 power, and they're starting schools to build
19 workers for the next industry growth.

20 2.4 million students attended accredited
21 career colleges in 2007. That's 10 percent of the
22 market of higher education students in the U.S.

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1 This is a great stat here, and one that
2 I think it's important for all of us. Six of the
3 10 fastest growing U.S. occupational categories
4 between 2004 and 2014 will require less than a
5 four-year degree. Now traditional knowledge is
6 son, daughter, you've got to get that four- year
7 degree, and then you've got to graduate school.

8 The truth of the matter is there are
9 jobs out there; right? It does take skills and
10 some level of education to get them, however. So
11 a lot of jobs that manufacturers are throwing
12 overseas may be jobs that are workers don't want
13 to do, right, so they're manual labor.

14 A lot of the jobs that they do have,
15 however, are the skilled labor part. So if you
16 can make that education and that certification
17 available to workers, it can dramatically change
18 their lives without a doubt.

19 Over 20 percent enrollment growth at 100
20 percent online schools. So, you know, those
21 schools are really providing a high-quality
22 education, high-quality instruction, because most

1 of them, the instruction is given by adjunct
2 professors, who teach at our colleges and
3 universities and community colleges.

4 And then the final slide, Heather took a
5 little bit of my thunder, but I actually put the
6 quote in here, because I think it's important for
7 people to see from the New York Times, August 20th
8 edition: "On average students in online learning
9 conditions perform better than those receiving
10 face-to-face instruction."

11 Now Blackboard is really a facilitative
12 platform, so we believe in blended learning, even
13 though we have a lot of clients that do 100
14 percent online, and there are things you have to
15 learn with hands-on, and there are alternative
16 learners, this advantage, disabled workers or
17 learners who also have to have that hands-on
18 experience because of the way they learn and
19 because of their disability.

20 And then the final quote from that same
21 article, "the real promise of online education,
22 which are experiences that are more tailored to

1 individual students than is possible in the
2 classroom." So you can get a lot of
3 personalization with an online program, where in a
4 classroom, in person you'd have to serve.

5 MS. VIVATRAT: Thank you so much, Tim.
6 I think your presentation and not to pick on
7 Kermit, but also where statistics that you
8 mentioned in your presentation really highlighted
9 the importance for digital literacy in this
10 country.

11 As Kermit mentioned, I think 92 million
12 Americans lack the skills to pursue a post
13 secondary education, and, as Tim just mentioned,
14 those are some of the people who have post
15 secondary degrees were significant, but not four-
16 year college agrees actually enjoy job growth over
17 the next few years. So that's an area that we
18 would definitely focus on.

19 Our next panelist is from Communications
20 Workers of America, Ms. Yvette Herrera.

21 MS. HERRERA: I wanted to thank you all
22 for the invitation to be here today. And I would

1 agree with Tim that affordability is certainly an
2 issue for workers in online training, but we also
3 want to remember that there are still a lot of
4 people in this country that don't even have access
5 to high-speed, which also is a big issue.

6 The Communication Workers of America is
7 a labor union. We represent 700,000 workers in
8 this country and Canada. And what I'm going to
9 talk to you about is online programs that are
10 union have embraced and that we worked with for
11 the last 10 or so years.

12 CWA our union has always considered
13 ourselves as an education-driven union, and we
14 take great pride in the pathbreaking education and
15 training benefits that we've negotiated, mostly
16 with our larger employers, specifically AT&T,
17 Verizon, and Qwest.

18 Our long-standing commitment to
19 education and learning, ongoing learning, for
20 workers really has been strategic in an effort to
21 help our members maintain job security, as well as
22 be able to move up into higher paying jobs.

1 In the telecommunications industry,
2 which is an industry where most of our members
3 are, there is constant change and constant
4 technological change, and in order to have any
5 degree of employment security, you really do have
6 to be a lifelong learner at this point. And you
7 really do have to maintain your skills.

8 But despite these pathbreaking education
9 and benefits that we have negotiated with our
10 larger employers, we were so funny that large
11 segments of our members were just not taking
12 advantage of them for any number of reasons, and
13 also our smaller employers, where we -- were not
14 able to negotiate these kinds of benefits, members
15 there were not able to do ongoing training.

16 So about 10 years ago, we decided to
17 embrace online training as another vehicle to
18 reach more of our members and to provide education
19 and training to more of our members.

20 And we were particularly interested, and
21 some panel members have already talked about this,
22 in making training available to our members who

1 had difficulty, whether it be because they were
2 women and they were caring for children, or older
3 parents at home, or whether it was workers who
4 were working late shifts or whether it was workers
5 who we had in rural settings, where it would take
6 them two hours to drive to the nearest community
7 college.

8 So we thought, again, online might
9 provide us with a vehicle to expand the number of
10 our members who were taking advantage of
11 maintaining their skills.

12 So I want to talk about briefly is the
13 two programs that we started 10 years ago, and
14 they're both a little bit different, so let me
15 just first give you an overview. The first one is
16 called NACTEL, and it is union- management
17 industry, telecom industry partnership. And it
18 was designed and delivered -- and is delivered
19 online education.

20 The NACTEL members include two unions,
21 CWA and IBEW, and AT&T, Verizon, Qwest, Frontier
22 Citizen.

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1 The courses are developed with extensive
2 industry and union input, and what's important
3 about that obviously is that the courses are
4 relevant and up-to-date, which in the telecom
5 industry is a little bit of a challenge.

6 Our education partner for this program
7 is Pace University. And they have been really
8 exceptional, providing outstanding, top quality
9 online curriculum, instructors, and student
10 services. And I would say -- and I can talk a
11 little bit more about this later -- that for
12 online training to be successful, there really are
13 additional contacts that are required if you're
14 going to have the completion rates that you want,
15 many more contacts than the traditional classroom
16 requires.

17 NACTEL offers a bachelor's degree in
18 telecommunications, and an Associates degree in
19 applied information technology.

20 Some quick statistics. Since 2007,
21 2,500 students have participated. We've had 200
22 graduate with degrees. We have students from all

1 50 states. We have a 95 percent course completion
2 rate, which, if you know about online course
3 completion rates, is really off the chart. We're
4 very proud of that.

5 Forty percent of our students are women.
6 The average age is 38. And we have on average 300
7 students enrolled per semester.

8 So that's NACTEL. Our other online
9 learning program is CWA Net Academy, and that is a
10 union-sponsored and run online training program.
11 And although CWA Net does offer an Associates
12 degree, really the major focus is much more to
13 provide technical courses that lead to recognize
14 industry certification.

15 The majority of our members who come to
16 CWA Net come for one of three reasons. One is to
17 get this industry-recognized certification, which
18 will either lead to advancement for them or again,
19 just provide job security for them to stay in the
20 job they have now.

21 A second reason they come is to acquire
22 a necessary skill set, some urgent need that has

1 arisen either because of new technology or because
2 of trends were they need a skill set that they
3 don't have. And that may be just one or two
4 courses.

5 And the third motivator that we find
6 among our members for coming is a need to obtain
7 an understanding, knowledge of a technology, which
8 will make them more comfortable in the work
9 they're doing and will help them.

10 The kinds of courses that CWA net offers
11 include fiber optics, A+, which is the basic PC
12 course, NET+, and the Cisco curriculum, CCNA, and
13 the series of that curriculum.

14 Statistics for this program: 50 percent
15 are women and 40 percent are minorities. Again,
16 these are our members, so we were particularly
17 interested in targeting members who were not as
18 represented in the other programs. Our students
19 come from all across the country. The average age
20 also very similar, 38.

21 We have about 600 enrollments a year.
22 Our course completion rate is 80 percent, again

1 very, very high for online and our certification
2 rate, students who actually get the certification,
3 pass the test, because the certification tests are
4 third parties. We don't obviously do that
5 ourselves or else our completion rate would be
6 much higher.

7 The certification rate is 30 percent.
8 So curriculum content and delivery has evolved in
9 both of these programs over the last 10 years.

10 And what's been interesting and what I thought
11 about actually as I was repairing for this panel
12 discussion is how broadband deployment and the
13 fact that more people have higher speed Internet
14 has really changed the way we deliver some of
15 these courses.

16 Although it's possible, believe it or
17 not, to do most of these courses, particularly in
18 CWA NET with dial- up, and actually have workers
19 -- these are full-time workers that have good jobs
20 that are taking these courses with dial-up. Not
21 very many of them. Most of them start in dial-up
22 and then realize they can't do it. And so they

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1 either purchase a higher speed Internet, drop out,
2 because it's very frustrating, or manage to do it
3 in libraries and at work if they get permission
4 for that.

5 But when we first started, 10 years ago,
6 it was not unusual at all to have online workers
7 to have dial-up services.

8 So we had to adjust for that. And so
9 one example was -- and I had forgotten this
10 actually before I came over to talk about this --
11 when we first started 10 years ago, we would do
12 video for these courses. So instructors would be
13 demonstrating how to use a tool or how to perform
14 a task, and you'd actually see the instructor
15 doing it, and he would be walking through it.

16 And what we would do is we would mail
17 videocassettes to the students with the books.
18 And -- cassettes. I had forgotten about that.

19 But -- and that wasn't that long ago.
20 So we don't do that anymore. Occasionally we do
21 have to send a DVD to a student who doesn't --
22 lives in a place where just they do not have the

1 speed that they need for streaming video. But
2 obviously, now, we're able to put those kinds of
3 videos, which are actually critical for the kind
4 of online education we do, online, and most of the
5 students are able to download it without any
6 problem depending on how long -- I mean we try to
7 keep the videos -- still, there's still a speed
8 issue in this country, and so we need to keep the
9 videos short, so we often are better off having
10 many shorter ones than one long one because,
11 again, people do not have the speeds in this
12 country that you would find in other countries,
13 and we're still behind. And other panelists have
14 talked about that.

15 Another change that we've been able to
16 make, again, because things have gotten better --
17 not where we want it, but have gotten better with
18 high-speed access is that many of our CWA NET
19 courses require at least 20 hours of lab work.
20 And this is coming up, physical lab work.

21 So when we first started, we built labs
22 across the country in our local union halls. So

1 we actually installed routers and servers and PCs
2 across the country. But we can only do so many of
3 those.

4 So our students, as a requirement to
5 finish these courses, they had to do these 20
6 hours of lab. Sometimes it's 25 hours. So would
7 drive to these labs.

8 And, of course, these are full-time
9 working folks, so they'd almost always want to go
10 on the weekend. And then, you know, they drive
11 100, 400 miles to get to this lab, and then, of
12 course, they'd want to do it on the weekend.

13 They'd have to spend the night at a
14 motel in order to finish all that course work in
15 one weekend. The logistics of that, both for us,
16 we'd have to get an instructor there for the
17 weekend. We'd obviously want to have as many
18 students as possible during the lab that we can to
19 make that instructor cost effective for us.

20 The fact that the student had to leave
21 their family, spent a night away, the whole thing
22 was quite logistically complicated, and, believe

1 it or not, hundreds and hundreds of workers,
2 though, did it, because it was one of the only
3 ways they had to get these skills.

4 Now all of our labs are done remotely,
5 so that students -- we no longer have those
6 physical labs. And now students can access
7 routers remotely from wherever they're doing their
8 coursework -- their homes or -- usually their
9 homes, and the instructor can either be live.
10 They can access the routers live, and they can
11 configure the routers, which is part of the lab.
12 They can do troubleshooting, which is part of the
13 lab.

14 And then the instructors can actually
15 see step- by-step what they've done. So there's
16 no requirement for them to go anywhere else.

17 So this has been actually huge. It's
18 very, very helpful to the students and to us.

19 The video I've talked about. That's
20 also been important. The last thing I'll say
21 about the video is that we also do video chatting,
22 where -- I call it video chatting -- where the

1 instructor actually has the time, and he speaks --
2 he can speak to a cohort, a group of students, his
3 class, and they can speak back, again, because the
4 speeds, what we'd really like is to be able to do
5 an interactive video, but our surveys show that
6 our students, again, who are workers, just do not
7 have, by and large, the speed necessary for that
8 kind of high-definition interactive video.

9 Most of them can download high speed,
10 not all of them, but most of them can download
11 high speed video, but we still are not quite
12 there. We don't have enough speed for the
13 two-way, but we hope with the work of the FCC and
14 a policy for this country to be there shortly.

15 Some things that we have learned, and
16 that would be the next slide, the bottom there.

17 Speed matters, and I think Christopher
18 mentioned a speed test that was in the USA Today,
19 and that actually is a test that CWA did that
20 shows the different speeds in the different
21 states, and where the different states fall.

22 Speed does matter for instruction. So

1 not only do you have to be able to afford
2 Internet, but you have to have fast Internet or
3 else these courses are very, very tedious and
4 frustrating, and the learning is not as good.

5 Instructors matter. You can't just take
6 a classroom instructor and say well, now you're
7 going to do an online course. It doesn't work
8 that way. It's different. Some classroom
9 instructors make the transition very well; others
10 don't like it, and aren't very good at it.

11 There is actually -- and this is
12 something people don't often understand -- there
13 is actually more instructor-student interaction
14 often times online vendor is in the classroom.

15 Educational partners matter. You need
16 to have a partner who actually understands online
17 training and who is committed to it. We have to
18 ask what partners in Pace University and Stanley
19 Community College.

20 Content matters. I think somebody
21 mentioned that it's not just about having a
22 correspondence course online. It's not just about

1 Xeroxing chapters in a textbook and putting it
2 online, having people read a chapter at a time and
3 then giving them a test.

4 But it's really about using the
5 technology to have the learning be rich, and in
6 many cases, and people have mentioned this,
7 actually can be better than classroom learning.

8 Online training is not for everyone. So
9 we can -- it just isn't. Some people just cannot
10 learn through this technology. It's not for them.
11 And that's fine.

12 And we've also learned that courses have
13 to have a start and end time. We like to say that
14 our courses are anywhere, anytime, but there is a
15 start and an end time to it. And that's important
16 for the structure of the training.

17 And then lastly, online education and
18 training really can make a difference in people's
19 lives. We see it every day. We get e-mails,
20 phone calls, letters, testimonials telling us what
21 a difference it's made. Just a few that we --
22 just a few examples that I can share with you.

1 We get quite a few testimonials from
2 women. This has been mentioned by Heather and
3 others who have children or who are caring or
4 parents. They work full-time, because remember
5 our -- the population we're training our full-time
6 workers. So these are folks that need to increase
7 their skills or get a new skill set or get
8 certification. They want to advance or just
9 really keep the job they have.

10 So for reasons that they're caring for
11 someone else at night, they can't go out three
12 nights a week to the college. The online program
13 that they can do at two in the morning, whenever
14 they want it -- at five in the morning really
15 brings access to them that they would normally not
16 have.

17 We also hear that people in some parts
18 of the country, in some places, don't feel
19 comfortable driving at night to go to a community
20 college, parking, going three times a night, and
21 they love the online option, and they wouldn't
22 have gone otherwise.

1 We have lots of members who work unusual
2 hours, and it's not possible for them to go
3 Monday, Wednesday, and Thursday to a community
4 college from seven to nine o'clock. They work
5 weekends. They worked nights. Their shifts
6 change. Their shifts are unpredictable,
7 unfortunately, and they just cannot do the
8 traditional classroom.

9 We get lots of e-mails saying I would
10 never have been able to get this degree, I would
11 never have been able to get this certification had
12 not been for online training.

13 We also have older members, and by
14 older, I mean younger than me, but we have members
15 who have not been in the classroom for 20 years.
16 And this is an interesting one. This was an
17 interesting one for me, but we get this a fair
18 amount. And there's a certain implementation
19 about going back into the classroom.

20 And what we hear from them is that they
21 thought it would be safer to get back into
22 education through an online venue. We hear that,

1 you know, they weren't sure. They didn't want to
2 make a fool of themselves. They weren't sure they
3 were up to it. Perhaps they hadn't done that well
4 in school previously, and so they thought in an
5 online setting, it would be, if I can say, more
6 private -- their failure would be more private or
7 their experience would be more private and they
8 wouldn't feel as foolish.

9 Of course, they do -- they tend to do
10 very well. They underestimate themselves, but
11 then they get caught, and they continue on, but
12 that is a driver for a number of people.

13 So just to end, I would say that
14 anytime, anywhere flexibility of online courses
15 really have allowed a lot of our members to do
16 training and to get the skills and to get degrees
17 that they would not have been able to do if they
18 had to go to a traditional institution.

19 But I would say that we continue to bump
20 into the problem that a lot of our members either
21 are in a place where they cannot get high-speed
22 Internet or even the high- speed Internet that's

1 called high-speed Internet is really not fast
2 enough for the kinds of things that you need to do
3 online to be really effective.

4 MS. VIVATRAT: Thank you, Yvette, for
5 telling us about the two very impressive and
6 fascinating programs that CWA runs. This
7 concludes our panelist presentations.

8 We have about 20, 15 minutes allocated
9 to questions from the audience, from callers on
10 WebEx and questions that have been submitted
11 through Twitter, and also by the FCC panel here.

12 MS. KANE: Do you want me to start off?

13 MS. VIVATRAT: Yeah. Unless we have
14 questions from -- that have already been
15 submitted. Yeah.

16 MS. KANE: Great. Great. Well, I'll go
17 ahead and ask a question, while we're checking on
18 that. Each of you has argued really compellingly
19 in different ways for the government to really
20 focus on access, right, and access at high speeds
21 that you can actually do something with.

22 So we hear that loud and clear. The

1 question for you is from your perspective, if you
2 were charged with writing a strategy for the
3 country that focused on the way broadband could
4 further workforce development, job training, what
5 specifically would you recommend the federal
6 government do, whether it's anything from
7 addressing market failures, putting incentives in
8 place for suppliers of job training, or employers
9 who would take seriously the programs offered
10 online whether it's some of the barriers that you,
11 Kermit, mentioned regarding policy issues about
12 the 50 percent rule, for example, what other
13 policy areas are out there.

14 Any specific recommendations that you
15 would like for us to consider in our proposals to
16 Congress.

17 MS. MCKAY: I can start with that. I
18 think that one of the specific areas that I would
19 think is very important is bridging the digital
20 divide via the issue of access, which is not only
21 having affordable broadband and Internet access,
22 but also having, as Kermit said, you know, the

1 space of where you do your job training, where you
2 do it hopefully in your home.

3 And the best way to do that that I have
4 found through our research and the Center for
5 Women and Work has found is by providing a laptop
6 in someone's home so that they can take that
7 laptop to work if they're able to do their job
8 training at work, if they're employer says it's
9 okay, they can do it in a small room even if
10 they're -- we've recently done a program with
11 inmates who are going into halfway houses, and
12 having a laptop allows those inmates in a halfway
13 house where they only have a bunk bed, possibly a
14 chair and a desk, to do their work.

15 So providing net access, making monies
16 available through the workforce system to provide
17 computers and laptops and printers and things.
18 Yeah.

19 MS. KANE: Devices. Great. Yeah,
20 please.

21 MS. HERRERA: Yes, well, I would say two
22 things. One is, again, harking back to telephone.

1 There was a time in this country were very few
2 people had a telephone, and then they got to have
3 more and more telephones. And then there was a
4 policy in the country for universal access to
5 dialtone, right, which then push the telephone
6 access to 90 percent if not more in a number of
7 years.

8 So what we would like to see is the same
9 kind of policy. Now they get that through
10 subsidies so that there would be rural access and
11 these kinds of things.

12 But in a very -- there was a public
13 policy to get as many Americans as possible dial
14 tone and telephone and then in a number of years
15 that was accomplished. So we would like to see
16 the same thing with high-speed Internet access.

17 And we think it's -- it is the telephone
18 of our generation, of this era.

19 The second thing I would say is that we
20 would like the definition for high-speed to be
21 looked at again.

22 MS. KANE: Yes. That's definitely being

1 considered right now. Do you have a sense,
2 Yvette, of how quickly? What's reasonable? How
3 hard would you push the federal government in
4 terms of setting benchmarks like that?

5 MS. HERRERA: Yeah, well, I think it has
6 -- you know, it's an economic competitive issue,
7 so I would push them hard, right, as hard as I
8 could push them. I don't know -- five years.
9 Five years and what -- 90 percent coverage.

10 MS. KANE: Great.

11 MR. ETESSE: I kind of like to jump in
12 there as well. You know, I do believe it's open
13 access so that there are no, you know, state or
14 local regulations that are in hindering multiple
15 competitors going into these rural marketplaces,
16 potentially some of the historical telephone
17 regulations that existed in the states and also
18 setting a mandate of, you know, five megabits per
19 second.

20 Just if I look across the e-learning
21 industry, the various tools that are out there,
22 what people are trying to utilize, it's just kind

1 of a given. You need that to just even begin to
2 start to allow people not to get frustrated. And
3 I go back to the statement it's no one wants to
4 use the 1980s dial-up. It's 30 years ago.

5 MR. WINEGARDNER: So, I'll jump in there
6 as well, because I think the true value of the
7 infrastructure that would be the high-speed
8 broadband Internet access actually comes from the
9 private sector and the applications that we build
10 to actually utilize it.

11 So I think it's important that you keep
12 that top of mind and also look at, you know, it
13 may seem odd to call them incentives, but I think
14 don't leave the private sector out of this as
15 being someone who can contribute to the actual
16 overall goal of putting people to work for helping
17 them understand what possibilities they have.

18 I think another component of this is
19 more integration or collaboration with other
20 agencies and other areas of the government to be
21 able to align some of your goals strategically
22 around this, to be able to -- did I make you some

1 friends down there -- the Department of Labor may
2 have a lot to say on this.

3 But, you know, I think that when we look
4 at those things, we have to remind ourselves that,
5 you know, whenever we decided to build roads and
6 we decided to build electricity into homes, we
7 didn't really get it down to the level of wow, the
8 hairdryer is really going to have a compelling
9 impact on the workforce, right. You know, I mean
10 you've got to really think about what the tools
11 are that are going to benefit from this.

12 MR. HORNE: And I'll jump in on that. I
13 also think it --

14 MS. KANE: Please.

15 MR. HORNE: I also think it -- I'm a
16 researcher. Demographics really matter, and these
17 things really have to be built to, again, the unique
18 needs of those different learners and how they
19 learn and where they learn.

20 I also think that there's also a
21 difference for, at least in the community that I
22 deal with, of -- around the issue of labor force

1 participation. When you look at the disparities
2 in labor force participation rates for people with
3 disabilities, it's like 78 percent aren't even
4 showing up.

5 So they're not even getting onto these
6 online. You know, how do we begin to build as a
7 workforce development strategy ways to market this
8 and get it outreached to these underserved
9 communities, especially those who are low-income
10 will find this very difficult to access, and I
11 think you really need to consider that as you
12 think about -- of a more long-term proposal to
13 Congress.

14 MS. KOHN: Can I follow up on that,
15 actually? I think that, as you've all spoken
16 today, we've heard a lot about cost being a
17 barrier or access in one way or another, and then
18 usability. This is the first that I think any of
19 you have really mentioned sort the relevance
20 point.

21 There's a lot of people who are not
22 using broadband right now because they don't see

1 the point to it, and particularly given all the
2 benefits that you've all talked about from a job
3 training and education perspective, I wanted to
4 hear your thoughts on, you know, what we can do
5 and what you are doing on your own to do outreach
6 and make people understand the benefits of this to
7 increase adoption if they understand the relevance
8 of it.

9 MR. HILL: I think, you know, giving the
10 experience. If somebody hasn't experienced
11 something, whether, you know, they're a displaced
12 worker with little skills; they're in a rural area
13 where there's, you know, a high level of poverty,
14 et cetera, giving them the experience through
15 community, through the library, through community
16 activism, et cetera, I mean their eyes will light
17 up when they see what's possible, when they
18 experience the technology.

19 And then the next step is how do you
20 make the educational part accessible to them. You
21 know, so we have a lot of displaced workers
22 because of off shoring of jobs, for example, they

1 want to improve their lot in life. They want to
2 move to a skilled labor job as we become a
3 knowledge economy, et cetera, et cetera.

4 So they're willing to go with the trends
5 that are happening in our economy, whether they
6 understand them or not, but only if they can
7 understand how to use the technology.

8 So, you know, you can always expect the
9 government to pay for it. It can't be, you know,
10 hey, let's get a subsidy so all libraries and all
11 community centers can have high speed Internet.
12 That would be great, right? The providers have to
13 make money as well.

14 So maybe we try to form some consortia
15 with business, with municipalities, you know,
16 trying to show them here's where you can shift
17 some of your budget to add value to your
18 constituents as well as federal, state, and local.

19 MR. HORNE: I think from the workforce
20 development system perspective, again, it's a
21 system that is very, very overwhelmed, as you all,
22 you know, acknowledged earlier.

1 The extent to which we are -- we at
2 Labor in partnership with our other federal
3 agencies can create within states virtual one
4 stops could greatly reduce costs, when you look at
5 the typical cost of operating a one-stop,
6 physical, you know, kind of the center, and I
7 don't think we've done a lot to really test the
8 concept of how do we provide workforce and other
9 services, including vocational rehabilitation, one
10 stops that are virtual.

11 And it would be interesting to see some
12 kind of a partnership pilot between the FCC and
13 Labor on that would be really cool.

14 MR. WINEGARDNER: I think from our
15 perspective to answer that question is there's
16 also this compelling instance or the circumstance
17 that I find myself in, and there's none that
18 illustrates this more effectively than the job
19 loss that we've seen, right.

20 If I had no other reason when I was
21 working, when I was gainfully employed, when I was
22 one of the millions of people who worked a year

1 ago that isn't working today, I had no real reason
2 to go out there and do a job search or to do a
3 career map. But now that I'm one of the millions
4 that's out of work, that maybe my compelling
5 reason to actually have to go online.

6 You know, when I'm there, it's actually
7 -- I'm behind now to figure out what's my path,
8 what am I going to have to do to get there. Now
9 I've got to go through six months or a year or two
10 years or four years of job retooling and training
11 and education.

12 It would be really good if we don't find
13 ourselves in this situation again, if we take this
14 a little more proactive approach.

15 You know, so you look at it and you say,
16 how do we do outreach. It's really to look at
17 coming out, for us our cheapest most effective way
18 of connecting with people is through the Internet,
19 right?

20 Well, that doesn't help me very much if
21 I can't connect with them through the Internet,
22 right? So when we look at what we're doing it's

1 incredibly creative around that, but the other way
2 we get people in and how you'll reach people is
3 through that compelling need that they actually
4 finally have, and you'll see more and more and
5 more you want to know where the jobs are, they're
6 online. They're with boards like mine, but
7 they're also with companies. They're with the
8 government.

9 Everyone has their sites where jobs are,
10 but no one says jobs aren't online, right? So,
11 therefore, I must go online to find the jobs.

12 MS. MCKAY: I think that another piece
13 of the relevance and showing people the relevance
14 is having content available that works for them
15 and serves their needs.

16 And, as Kermit was talking about
17 earlier, there are 42 -- 42 percent of Americans
18 don't have the workforce skills -- literacy skills
19 they need to compete in the workforce. And there
20 needs to be programming out there that provides
21 them with that.

22 And in many cases, there are university

1 programs. There are things that serve the other
2 Americans, but not people who need these workplace
3 literacy skills. And that's one of the reasons
4 that the Center for Women and Work has been
5 working to create this free website online called
6 Building Skills for Work, which is going to serve
7 those interpersonal and academic skills needs.

8 It's in its infancy now, but I hope that
9 we are not the only ones who are going to develop
10 tools like this; that people are going to look to
11 serve all the populations that are out there, and
12 to serve them in a way that looks specifically at
13 how adult learners learn and isn't geared towards
14 children.

15 A lot of the available content out there
16 for low- skill individuals is geared towards
17 children, and it's not usable for adults really.

18 MR. KALEBA: One other thing that I
19 would like to -- we touched on the concept of
20 career pathways earlier in the presentation. One
21 thing that I think is very, very difficult,
22 particularly for low-skill workers is, you know,

1 in order to do -- you really do have to go to one
2 institution and get one kind of training and then
3 go to another institution and get another kind of
4 training.

5 And maybe the first kind of, you know,
6 the adult education and basic skills that you got
7 doesn't translate to another -- to the
8 job-training world or it doesn't translate to
9 higher education, postsecondary education.

10 So to the extent that you can -- that we
11 can develop a broadband strategy and an online
12 educational and workforce strategy that makes the
13 process more seamless, that helps bridge -- and
14 this is -- I mean this is a cross- agency,
15 cross-system problem that if you're an individual
16 learner trying to find the skills and education,
17 it's not very obvious to you.

18 So is there a way we can sort of stitch
19 it together and do that work for you so that when
20 I can kind of figure out what I need to learn and
21 how -- what credentials I'm going to need to get
22 there.

1 I mean we make it very difficult for a
2 lot of adult learners to get the skills that they
3 need. So, to the extent that we can use -- we can
4 use, you know, high- speed Internet and online
5 learning to sort of bridge those gaps, I think
6 that's -- I mean that would be an immense value to
7 a lot of learners in this country and help a lot
8 of people get the skills they need to be -- help
9 businesses to be competitive. So.

10 MR. ETESSE: I would just add on to
11 that, you know, based on the last 12 to 15 years,
12 online learning -- companies like Blackboard being
13 started, Monster, the rapid change that we've gone
14 through and that we'll continue to go through,
15 time to market is key for relevancy.

16 Something that we can get to market, get
17 rural broadband into the hands of the communities
18 that are underserved today, and be able to iterate
19 on some of those programs, do some experimentation
20 and so forth.

21 Let's not wait any longer. Let's get it
22 out there, see what works, doesn't work, and then,

1 you know, tweak it over time.

2 MR. WINEGARDNER: A final thought from
3 me because I process slower is that I think we
4 also -- I would encourage you or I would like to
5 see that this doesn't -- rural doesn't equal
6 low-skilled, right. You know, and I think that
7 when we look at, you know, the focus and the
8 conversation tends to be about low-skilled workers
9 are people who need a lot of assistance, but I
10 think the one thing, you know, as Americans we
11 work more than we do anything else, all right, so
12 if you think about that. I work more than I spend
13 time with my family. I work more than I sleep,
14 right?

15 Work is so critical to me that I would
16 challenge that all of us can improve, you know,
17 our lot in life, right, or just, you know, work in
18 a different way.

19 So I think it's broadband allows us to
20 add value to every worker, right, or to all the
21 future workers. And I think that's the component
22 of this that I'd like it to see not just focused

1 on low-skilled.

2 MR. HILL: I think one of the biggest --
3 is the mike on? One of the biggest challenges,
4 you know, just kind of the elephant in the
5 middle-of-the-room is those of us who are on the
6 WebEx in the audience, we have probably have
7 high-speed Internet, right? We are gainfully
8 employed. We can't afford it.

9 We don't always love the cost of it per
10 month, but it gives us education, entertainment,
11 access to others. What do we do to keep the
12 integrity and the investment of the vendors, the
13 suppliers, of broadband and high-speed and keep
14 their margins there without, you know, having the
15 government subsidize everything.

16 So that's the biggest challenge. I
17 mean, you know, the providers who invested in the
18 technology they can't get away, right? They maybe
19 could reduce their margins somewhat and make it
20 more affordable in certain areas, but the biggest
21 challenge is how do we do that without expecting
22 our government to pay for all of it, but still

1 make it accessible.

2 It's tough. And maybe we have to
3 convince our population that it's more ported to
4 have broadband than to have cable TV or something
5 else. I don't know. I mean we all want
6 everything. We want the entertainment. We want
7 the broadband, but we also want profitable
8 companies, like your members, who can, you know,
9 gainfully employ people to build it.

10 So I don't know what the answer is, but
11 that might be a good question to throw out. Maybe
12 too controversial.

13 MS. VIVATRAT: Thanks, Tim. I don't
14 think it's controversial. I think it's important
15 to -- it's important to understand whether
16 partnerships within the private sector and between
17 the private sector and the public sector work,
18 whether they exist, if they do -- I'm sure they
19 exist, but what is working and what more
20 partnerships are necessary.

21 And I think in Kermit's presentation
22 earlier, he did talk about how relevant online

1 training programs really need to happen when there
2 are partnerships across agencies, across the
3 various organizations that touch upon this
4 particular topic, as well as the employers, who
5 are going to be creating jobs in the industry.

6 So thank you for that input. We have a
7 question from a caller on WebEx. This is about
8 e-learning, so I'm going to ask Tim to answer it
9 first.

10 What is the bigger problem in terms of
11 serving e- learning platforms? Lack of
12 technological access? Low- speed Internet? Or
13 lack of e-literacy? And what is the best way to
14 address this gap?

15 MR. HILL: That's a tough one to answer,
16 because I think it's a little bit of everything.
17 You know, again, millions of people use e-learning
18 in some form. It might not be an education
19 platform. It might be going to a government
20 website. It might be going to, you know, googling
21 something so you can learn a skill and It's free
22 online.

1 So I think first is the literacy, the
2 digital literacy, if you want the masses to have
3 it, and, you know, industry, private, public
4 sector, everybody is responsible for trying to
5 induce trial so people can get out there and have
6 exposure to it, because if you're not exposed to
7 something, you don't know any better. I think
8 that's the first part.

9 The second part is, you know, content it
10 does take time to build -- and effort -- to build
11 meaningful learning content. So you just can't
12 throw a bunch of videos and text online. It's got
13 to be organized in a thoughtful manner around
14 pedagogy, around how people learn, where they
15 learn.

16 So every organization has to think about
17 that, whether you're a corporation training your
18 employees, you're a university faculty delivering
19 the course, because how people interact with the
20 content -- and if it's designed so they can learn
21 from it, and you can assess what they've learned
22 and they can use it in their life or on their job,

1 that's the other critical component.

2 MS. VIVATRAT: All right. Great. Thank
3 you. I think we've actually reached our two-hour
4 limit, so I'm going to conclude the workshop.
5 We've heard a lot of interesting things during the
6 presentations and afterwards, and the few comments
7 that I've gotten written down here is the lack of
8 equipment that is not available to people who are
9 underserved and need e-training, and job training
10 the most.

11 And people who really need to understand
12 how to even use a computer. How to get online.
13 How to, you know, how to pursue programs that can
14 help them get better jobs and better pay.

15 And also lack of regulation, lack of
16 sort of this efficiency or streamlining within
17 job-training industries and the government
18 agencies that covered this topic, there isn't the
19 type of collaboration that we have seen yet. And
20 that's something that I think we should really
21 explore.

22 So those are some of the topics that

1 some of the themes that we've talked about today,
2 and I just want to thank you for attending this
3 workshop and for coming -- carving out time from
4 your day jobs to join us.

5 (Whereupon, the PROCEEDINGS were
6 adjourned.)

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